Standard: Use Place Value understanding and properties of operations to perform multi-digit arithmetic

CC.2.1.3.B.1; M03.A-T.1.1; M03.A-T.1.1.1

Practice Standard: Apply place-value understanding and properties of operations to perform multi-digit arithmetic. Apply place-value strategies to solve problems. Round two- and three- digit whole numbers to the nearest ten or hundred, respectively.

What visual(s) will you use?

Base Ten Blocks, Place-Value Mat/Chart, Ten Frames

Activity designed around visual --Are you adapting an activity you experienced today? How?

Using the ten frames for the first part of the activity should help the students understand the value of ones, and tens. For example: using the number 24 students should be able to show 2 sets of 10 and 4 dots in the third ten frame.

Using the base ten blocks with the place-value chart, the students will represent the number given to them by showing how many tens and ones. Next, they will write the number either in their math journal or on a dry erase board. Once, you feel the students have an understanding of this concept and can explain why they choose to represent the numbers that way; we can expand to using the hundreds, tens, and ones. For example: 57 they would show 5 longs and 7 cubes. Another example using hundreds tens ones; 369 3 flats 6 longs and 9 cubes.

What questions you will ask as students are engaged in the activity to surface the mathematics?

* What information do you have?
* What do you need to do to represent the number?
* Why did you use x number of longs or cubes to represent that number?
* What do the flats, longs and cubes represent?
* Do you think this would work with other numbers? How does this relate to a standard number? Expanded form?
* Can you describe your method you used to determine how you choose that many flats, longs, and cubes?
* Can you write your explanation in your math journal using the proper vocabulary?